

A RESOURCE UNIT ON THE COLONIZATION PERIOD  
IN AMERICAN HISTORY, 1550-1770

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A Field Report  
Presented to  
The Graduate Division  
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by  
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## CHAPTER I

### INTRODUCTION

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to develop a resource unit on the colonization period in American History, 1550-1770, to be used at the junior high school level. It was hoped the unit would be of value in teaching procedures and also broadening materials for study. Specifically, the unit could be of value for those teachers interested in the colonization era and its implications. Problems of settlement, leadership, government, religion and home life of that particular period will be considered.

Importance of the study. This unit was written for junior high students to make a study, not only of the colonial settlements, but of government, culture, and social life of that time. To be able to handle their coming roles as leaders they must be aware of the background and cultural heritage of the United States. Such a study will also give them a basic understanding of our country at the present time. It is invaluable that youth know about the country's history and be able to fully appreciate the contribution of the early pioneers to the development of these United States.

One cannot help wonder what made those early settlers gamble dangerously by coming to a relatively unknown country. One can completely understand the growth of the nation only by studying the colonization period and associating names and dates with significant events. Students could well become better citizens by knowing the privileges granted to them by their pioneer ancestors. It is toward this end that this resource unit is working.

This unit will not perform the task completely, but it is hoped it will make a definite contribution.

A resource unit defined. A resource unit is a collection of suggested teaching materials and activities organized around a given topic. It may be organized around an entire topic or around only one part. A unit is used on a selective basis, almost never in its entirety. A teacher following a basic text can use the resource unit for suggestions of activities and materials used to enrich and to supplement the text.<sup>1</sup>

Alberty describes a resource unit as "a collection of suggested teaching materials and activities organized around a given topic," and notes that the full significance of the

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<sup>1</sup>Edward Krug, Resource Units in the Curriculum Program (Madison: Wisconsin Cooperative Educational Planning Program, October, 1945), pp. 6-9.

unit lies in the functions which it fulfills. In this list he included such functions as:

1. To furnish suggestions for materials, methods, and procedures, activities, teaching aids, and evaluative procedures to be used in the development of a learning unit.
2. To provide a means for helping the teacher organize materials so he can depart from traditional methods such as the use of the text as the sole guide.
3. To provide a means by which the teacher can effectively translate modern educational philosophy into practice.
4. To serve as a guide in helping the teacher to include in the learning unit certain important values basic to education in a democratic society.
5. To aid the teacher in becoming aware of the significant problems and issues that have a bearing on an area of living.
6. To promote flexibility and democratic group planning in the curriculum.
7. To conserve the time of the teacher.
8. To make provision for having instructional materials available when needed.<sup>1</sup>

It should be noted that several factors must be considered concerning the use of a resource unit. First of all it is prepared by teachers for the use of teachers. Secondly, it contains more material than any one teacher can use. And thirdly, it is basically a teacher enrichment type of document, not a teaching unit.

Factors to be considered in writing a resource unit.

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<sup>1</sup>Harold Alberty, Reorganizing the High School Curriculum (New York: the Macmillan Company, 1949), p. 272.

In writing and utilizing a resource unit a number of factors must be considered. Some of these are: (1) facilities provided by the school; (2) interest of the students in that particular area dealt with in the unit; (3) class level and age of the students; (4) individual group experiences and background; (5) preparation and general feeling of the teachers; and (6) the total objectives and purposes of education of the school concerned. If, for example, one of the purposes of the school is to develop pride in the country's heritage, a unit which considers all the factors listed above could be an effective teaching aid.

Defining the problem. In some cities the junior high American History course has become a concentrated course on the early part of American History up to about 1865. It seems to be a feeling that a review later will then be merely a brush-up on this period and more time could then be spent on the period after the Civil War. In this type of program, more time would be allowed for colonial history at the junior high level, hence the colonization period was chosen for this resource unit topic.<sup>1</sup>

The period from 1550-1770 is considered a vital part of the growth and development of the United States. The

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<sup>1</sup>Maurice Moffatt, Social Studies Instruction (New York: Prentice-Hall, Inc., 1955), p. 122.

problems encountered during those turbulent years in such areas as government, education, dealings with the Indians, etc., exemplify what the forefathers went through to establish and preserve a lasting democratic society.

To understand how those colonial people lived and how they felt about their country, is a primary concern of this study. The past and present should be more closely linked together in order that youth will be challenged to learn more about the colonial heritage.<sup>1</sup> In order to understand this period, it is necessary to keep in mind problems of settlement, religion, English interference, and the self-dependence of those early pioneers.

Junior high students are energetic and capable. They enjoy doing things as well as listening to others. Their enthusiasm has no bounds if it is channeled correctly. If motivated, these students will often pursue a subject independently and use as much reference material as is made available. There should be something in a unit on the colonization period for all students regardless of intelligence or family background. The opportunities to use maps, films, extra references, pictures, etc. are unlimited; but to

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<sup>1</sup>Jack McClellan, Teachers' Manual: Your Country's Story (Boston: Ginn & Co., 1961), p. 10.

successfully use the resource unit, the teacher must create an interest in so far as he is able to do so.<sup>1</sup>

As with any good resource unit, this unit should contain suggestions for teaching and evaluating a study of colonial history. It will contain learning experiences, resources and materials, and teaching procedures. If the classroom teacher makes full use of the unit, then it becomes functional.<sup>2</sup> This unit is set up with individual differences in mind and therefore has been written to allow as much flexibility as possible.

## II. PRINCIPLES OF A RESOURCE UNIT

General philosophy and purpose. The philosophy and purpose underlying the resource unit are basically to afford all the learning activities possible. The interests and abilities of the students should be recognized and the planning of the unit should allow every student the opportunity to participate in the learning situation to the extent of his ability. In so doing, the student may be exposed to learning and undiscovered talent may be found.<sup>3</sup>

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<sup>1</sup>Ibid., p. 16.

<sup>2</sup>Edward Krug, Resource Units in the Curriculum Program (Madison: Wisconsin Cooperative Educational Planning Program, October, 1945), p. 6.

<sup>3</sup>Maurice Moffatt, Social Studies Instruction (New York: Prentice-Hall Inc., 1955), pp. 16-17.

One of the jobs of the school is to take democracy into the classroom where teachers and students may plan and solve problems cooperatively. The individual must be stimulated intellectually to understand and acknowledge problems of the past, and this can be provided for, at least the opportunity, through the use of resource units in the classroom.<sup>1</sup> It is not possible to re-solve problems and conflicts from colonial times, but these early experiences can help the students develop sound principles and understandings to guide them in solving whatever problems they may encounter in the future.

It should be noted, that resource units are best developed by a group of teachers rather than by one teacher. In this way the unit becomes a departmental project rather than that of one individual teacher. Also it is said that resource units are likely to be most effective when used by the group that prepares them. It is also believed that the unit should be organized and indexed for effective use, and published in a form that facilitates frequent and easy revision.<sup>2</sup>

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<sup>1</sup>William Cartwright and Richard Watson, Interpreting and Teaching American History (Washington DC: National Council for the Social Studies, 1961), pp. 10-11.

<sup>2</sup>Alberty, op. cit., p. 515.



Organization and content. Resource units vary in organization and content. The following plan is one which is commonly used and which was used in this study.<sup>1</sup>

I. Introduction

II. Philosophy and objectives

III. Scope

IV. Suggested activities

Following the scope are given activities and bibliography relating to the given area.

V. Bibliography and teaching aids

This consists of lists of books, films, etc., helpful in developing the unit.

VI. Evaluation

Procedures are provided for testing the success of the learning unit.

VII. Leads to other units

VIII. Use of the unit

Helpmates are provided to aid the teacher in applying the unit to her particular situation.

### III. PROCEDURE

Procedure. The procedure used in working out this unit basically follows the procedure used in formulating any resource unit. First of all, the literature concerning the resource units was carefully reviewed and the problem clearly stated and defined. Limitations of this particular unit and functions which a resource unit fulfills were then explained in detail.

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<sup>1</sup>Krug, op. cit., pp. 8-9.



After establishing the reasons for the study and general principles of a resource unit, the writer proceeded to set up an outline of the paper and show how the unit could be used more effectively.

The development of the unit included specific objectives of the unit, a detailed outline of this particular period in history, an explanation of activities used and a division of these activities into initiatory, developmental, and culminating, and a general bibliography containing available books, periodicals, films, and filmstrips on the colonization period in American History.

The final part of the unit included an evaluation of the unit, suggestions on how the unit could lead to other units, some suggested steps in using the unit, and a general conclusion and overview of the unit and its implications.

It should be noted that since this was a resource unit, the major emphasis was placed on the development of the unit. Once the terms were identified and the problem clearly stated, the reader could concentrate on the essential points, which are contained in the second chapter. It is true that a study must be validated and summarized, but a teacher is generally more interested in the section or sections of a unit that can benefit him the most.

## CHAPTER II

### DEVELOPMENT OF THE UNIT

Specific objectives. To think seriously about the United States and her colonial history is the aim of this unit, the purpose here being to bring out the meaning of historic facts rather than merely multiply such facts. This study aims to present the colonial period as a story, but a very important story concerning the growth of the United States. Therefore the specific objectives to be achieved from this study are:

#### I. Attitudes and appreciations

- A. Appreciating the implications of Europe's attempts to settle America.
- B. The influence of environment on a way of life.
- C. Realizing the contributions made by the Jamestown and Plymouth settlers to our democratic freedoms.
- D. Significance and importance geography plays in people's lives and history.
- E. The part the church played in the New World settlement.
- F. The outstanding leadership which resulted in the early development of North America.
- G. The quality and value of American culture today.

- H. The effect of the French and Indian War on the development of North America.
- I. The courage and stamina needed to live in colonial times.

## II. Understandings

- A. Spain and Portugal were the leaders in early colonization.
- B. European rivalries were extended into the New World.
- C. Differences existed between English, French, and Spanish colonization and especially policies.
- D. Within the English colonies there were political, economic, religious, and social differences.
- E. All English colonies were founded by private enterprise.
- F. The colonists were offered land, adventure, hope, promise of riches, and other opportunities in America.
- G. Religion, economics, adventure, national pride, etc. were all factors in the establishment of the colonies.
- H. Unfavorable living conditions in Europe encouraged immigration to America.
- I. American traits began to assert themselves at an early period in English colonization.
- J. England emerged as the dominant power after the French and Indian War.

- K. Cause-and effect relationships are easily recognizable out of this period.

### III. Study skills

#### A. Reading

1. Using various kinds of reading skills
2. Using vocabulary skills
3. Taking notes
4. Reading orally
5. Finding information independently
6. Using aids to study, such as footnotes, indexes, etc.
7. Reading charts, graphs, cartoons, etc.
8. Outlining

#### B. Language skills

1. Listening effectively
2. Preparing oral reports
3. Preparing written reports
4. Organizing information
5. Organizing notebooks
6. Summarizing
7. Memorizing

#### C. Using materials

1. Reference material
2. Current material

3. Films, pictures, charts, etc.

4. Library

5. Primary, secondary source materials

D. Critical thinking and problem solving

1. Formulating problems

2. Suggesting solutions

3. Evaluating data

4. Formulating conclusions

5. Testing conclusions

E. Group activities

1. Making a report

2. Participating in group discussions

3. Participating in interviews

4. Participating in formal meetings

5. Functioning as a committee member

F. Understanding time relationships

G. Using maps

1. Understanding directions

2. Locating places

3. Recognizing and expressing relative locations

4. Reading and interpreting map symbols

5. Making inferences and generalizations from a map

Scope. This section contains an outline of the

general topic areas considered important to an understanding

of the colonization period. The outline is not expected to cover all phases of the period but briefly touch on many. No outline can do the job for all teachers nor can all teachers possibly use the entire outline, but the material can be taken piecemeal as the individual teacher sees fit.

In an outline of this nature, too many headings, sub-headings, etc. merely become confusing, so it was the intent of this resource unit to make as detailed yet clear an outline as possible. The scope thus represents a reservoir from which the teacher, working cooperatively with the students, may draw helpful suggestions for developing a unit of classroom work on this span of time in American History, 1550-1770.

Once the teacher has developed a unit of this nature, then it becomes his responsibility to present this material in an interesting way and make sure the material is covered thoroughly. It is not always clear what the intent of the unit is until the teacher has carefully prepared it and used it in a classroom situation.

For the above reasons, this resource unit outline has been carefully prepared and does, to the best of the writer's knowledge, fully develop this particular period in the history of the United States of America. The outline follows:

## OUTLINE

- I. Spain Establishes a Great Empire
  - A. Conquering of Mexico
    - 1. Hernando Cortez
    - 2. A Spanish Colony
  - B. Conquering of Peru
    - 1. Francisco Pizarro
    - 2. Gold to Spain
  - C. Discovery of Florida and the Mississippi River Region
    - 1. Settlement of St. Augustine
    - 2. Trouble with the French
      - a. Fort Caroline
  - D. Life in Spanish America
    - 1. Government control
    - 2. Treatment of the Indians
    - 3. Spanish Friars
    - 4. The people
  - E. Spain's Decline as a European Power
    - 1. Drake's raids
    - 2. Defeat of the Armada - 1588
- II. English Colonization in North America
  - A. The Gilbert Colony - 1583
  - B. Roanoke Island Colonies - 1585-1590
    - 1. Sir Walter Raleigh
    - 2. A colony "lost"

C. The Founding of Jamestown - 1607

1. The London Company
  - a. Financing
  - b. Charter
  - c. Royal instructions
2. Tragedies and Troubles
  - a. Dangers
  - b. Sickness
  - c. Scarcity of supplies
3. John Smith's Leadership
  - a. Leadership qualities
  - b. Work order
  - c. Accident
4. The "Starving Time"
  - a. Winter
  - b. Colony saved by Lord De la Warr
5. First Representative Assembly - 1619
  - a. House of Burgesses
  - b. Delegates
6. Industries
7. Royal Problems of Government
  - a. Governor Berkeley
  - b. Bacon's Rebellion
8. Establishment of William and Mary College



D. The Plymouth Colony - 1620

1. The Separatists

- a. Trouble in England
- b. Migration to Holland
- c. Reasons for coming to America

2. Voyage of the Mayflower

- a. Problems on arrival at Plymouth, Massachusetts
- b. The Mayflower Compact

3. The First Winter

- a. Problems
- b. Securing a patent

4. The Development of Plymouth

- a. The industrial system
- b. Relations with the Indians
- c. Early leaders
- d. Form of government
- e. Freedom of worship

E. Massachusetts Bay Colony - 1630

1. The Puritans

- a. Trouble in England
- b. The Massachusetts land grant
- c. The first charter

2. Religious Aspirations

- a. The founders

- b. Harvard College
- c. Lack of religious toleration
- 3. Life in the Bay Colony
  - a. Occupations
  - b. Trade
  - c. Customs or mores
- 4. Uniting of Plymouth and Massachusetts Bay
- F. The Colony of Maryland - 1634
  - 1. George Calvert, Lord Baltimore
  - 2. Royal Charter
  - 3. St. Marys' Settlement
  - 4. Religious Toleration
  - 5. Life in Maryland
    - a. As a royal province
    - b. Annapolis becomes the capital
- G. Founding of Rhode Island - 1636
  - 1. Trouble in Massachusetts Bay
    - a. Roger Williams
    - b. Anne Hutchinson
  - 2. Settlements of Newport and Providence
  - 3. Religious Freedom
  - 4. Negotiations With the Indians
    - a. Buying of the land
- H. Founding of Connecticut - 1636

1. Reasons For Founding
    - a. Religious freedom
    - b. Farming
  2. Thomas Hooker
    - a. Influence on Connecticut Constitution
  3. Settlements of Hartford, Windsor, and New Haven
- I. The Carolinas - 1663
1. The Proprietors
  2. Early Colonial Attempts
  3. Settlements of Abermarle and Charleston
  4. Life in the Carolinas
    - a. Crops
    - b. Trade
    - c. Attraction of immigrants
    - d. Locke's Fundamental Orders
- J. New Hampshire - 1679
1. Mason's Grant
    - a. Association with Gorges
  2. Thompson's Settlement
  3. Dover and Portsmouth
  4. Life in the Colony
- K. The Quakers in Pennsylvania - 1682
1. Persecution in England
  2. Penn's Charter

- a. Debt to father
- b. Colonization scheme
- c. Constitution and laws

### 3. Colony Prospers

- a. Religious freedom
- b. Relations with the Indians
- c. Occupations of people
- d. Boundary dispute with Maryland
- e. Characteristics of Pennsylvania

## L. Founding of Georgia - 1732

### 1. Reasons For Founding

- a. Oglethorpe's leadership
- b. The charter

### 2. Settlement at Savannah

- a. Others

### 3. Life in Georgia

- a. The fur trade
- b. Dissatisfaction of the colonists
- c. Trouble with Spanish Florida
- d. A royal province
- e. Characteristics of Georgia

## III. Life in the English Colonies

### A. Geographical Divisions

### B. Life in New England

1. Ways of Making a Living
  2. Homes
  3. Religion
  4. Punishments and Witchcraft
  5. Education
  6. Political Conditions
- C. Life in the Southern Colonies
1. Developing of Plantations
  2. Commerce in the South
  3. Life on a Plantation
  4. Education and Religion
- D. Life in the Middle Colonies
1. Occupations
  2. A Melting Pot
  3. Education and Religion
- E. Life on the Frontier
1. Reasons for Settling There
  2. Movement Westward
  3. Life of Danger
  4. Homes
  5. Food and Clothing

#### IV. The Dutch Colonies in America

- A. Hudson's Explorations and Claims
- B. Founding of New Netherlands - 1624

1. Purchase from Indians
2. Farming and Fur-trading
3. Early Settlements
  - a. Fort Orange, Manhattan, Long Island, and  
New Amsterdam
4. Early Leaders
  - a. Minuit and Stuyvesant
5. A Heterogeneous Population
6. Conflicts with the Swedes
- C. English Conquest of New Netherland - 1664
  1. Easy Conquest
    - a. Duke of York
  2. English Control and Change of Name
    - a. Local government
    - b. Charter of liberties
    - c. Characteristics of New York
- D. Colony of Delaware - 1623
  1. Early Settlement
    - a. Trading post of Fort Nassau
    - b. English intervention
    - c. Swedish intervention and control
  2. New Sweden Prospers
  3. English Rule
  4. Annexed to Pennsylvania
    - a. Separate colony in 1703

E. Colony of New Jersey - 1664

1. Berkeley and Carteret's Grant
  - a. Liberal plan of government
  - b. Framing of laws
2. The Jersey's Divided
  - a. West New Jersey
  - b. East New Jersey
  - c. Trouble with the Duke of York
3. Royal Control
  - a. Condition as a royal province

V. French Colonization in North America

- A. Cartier's Claims to the St. Lawrence River Area
- B. Champlain's Explorations
  1. Founding of Quebec - 1608
  2. Maps and Charts of the Region
- C. Marquette and Joliet - 1673
  1. Claims to the Mississippi River Region
  2. Problems of Voyage
- D. La Salle's Expedition - 1682
  1. Claim to "Louisiana"
  2. Settlements of Old Biloxi and New Orleans
- E. Life in New France
  1. Settlements
  2. French Treatment of the Indians

3. Paternal Policy of France
4. Work of the Missionaries
5. The Fur Trading Business
6. Causes of Weakness
  - a. Church policy
  - b. Official corruption

F. Intercolonial Wars - 1689-1763

1. King William's War - 1689
  - a. Acadia and Port Royal
  - b. Treaty of Ryswick
2. Queen Anne's War - 1702
  - a. Acadia
  - b. Treaty of Utrecht
3. King George's War - 1744
  - a. Capture of Louisbourg
  - b. Treaty of Aix-la-Chapelle
4. Trouble over the Ohio Valley
  - a. French line of frontier forts
  - b. Inevitable conflict
5. French and Indian War - 1754-1763
  - a. English advantages and disadvantages
  - b. French advantages and disadvantages
  - c. Help of the Indians
  - d. Results of the war
  - e. England's territorial gains



6. Final colonial control in America
  - a. Effect on modern day America
  - b. Relationship of colonial America to present day America

Activities. Following the scope of the unit, the report contains a list of activities which can be used to further enrich the unit on the colonization period. This list is by no means complete and other activities may be added or deleted as the teacher and group find fitting or necessary to meet their particular problems. In fact, the list may be worked over with each group under careful supervision so that it may be enriched and improved upon.

A teacher who uses activities, especially in a teacher-pupil planning set-up, realizes that students who have helped plan activities will have better human relations with fellow students as well as with the teacher and consequently will be happier in school and should learn more subject matter.<sup>1</sup> The activities are therefore used in this resource unit as a means of helping the student acquire the knowledge as proposed in the scope, thereby opening the door for more critical thinking.

If the activities are presented by the teacher on a

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<sup>1</sup>William Ragan, Modern Elementary Curriculum (New York: The Dryden Press, Inc., 1956), p. 300.

selective basis and done so as to stimulate student interest, then the resource unit will have done its job, at least in this one area. The following is a list of some of the activities that can be used to further enrich a unit on the colonization period in American History. The activities are divided into initiatory, developmental, and culminating, and are organized in such a way as to be of as much assistance to teachers as possible, and are as follows:

### ACTIVITIES

#### Initiatory

1. Read aloud to the class some historical poems such as Whitman's "Pioneers! O Pioneers."
2. Display some suggested books and pamphlets concerning colonial life such as certain copies of American Heritage.
3. Use the opaque projector to reproduce references, such as portions of the Bay Psalm Book, the New England Primer, and Poor Richard's Almanac.

#### Developmental

4. Begin the unit with some broad introductory questions to stimulate interest, such as: (1) What is America? (2) Can you compare the frontiers of the past to frontiers of today? (3) Why study the past?
5. Make a map of settlements made by the English, Spanish, and French.
6. Plan a field trip to a historical museum, shrine, or landmark.
7. Form committees to make more detailed studies of the original thirteen colonies. These studies should include the founding and development, chief occupations, etc.
8. Trace the history of St. Augustine from its founding

to the present day. What other contributions have the Spanish made in that area?

9. Encourage interested students to make hornbooks and New England Primers for exhibit.
10. Construct a chart comparing the governments of the Spanish, English, and French colonies.
11. Select one section of the country where place names reflect the Spanish, French, and Dutch settlements. Draw a map of the section and locate the place names.
12. On an outline map label the Appalachian Mountains, St. Lawrence River, Mississippi River, Quebec, St. Louis, New York, Boston, Philadelphia, and Charleston.
13. Have the students make graphs to show the heterogeneous nature of the population of colonial America.
14. Make a time line showing important events and dates between the years 1550-1770.
15. Make a colonization chart showing: Colony Date  
Purpose Founder Type of Government.
16. Have a committee plan a bulletin board display concerning the colonial period.

#### Developmental

1. Study Puritanism and compare the moral standards, etc. of the Puritans with standards of today. Discuss their interpretation of religious tolerance.
2. Make a special study of Franklin and discuss his contributions in all fields such as politics, science, critical thinking, etc.
3. Discuss the traits of character such as resourcefulness, self-reliance, independence of thought, love of freedom, courage, and endurance which Americans' developed because of their pioneer experiences.
4. Make a model log cabin like the one introduced into America by the people from the Scandinavian countries.

5. Make models of the first Pilgrim houses. Research will be necessary to accomplish this.
6. Make miniatures of costumes worn by the colonial people.
7. Choose a group to make a series of pictures showing various scenes related to the early development of the colonies.
8. Plan and conduct a mock meeting of the Virginia House of Burgesses.
9. Allow interested students to make a salt and flour map of the thirteen colonies and write on each colony its name and date of founding.
10. Have a student trace on a map and explain the triangular trade route used by the colonists.
11. Prepare a talk to the class on Spanish missions in our Southwest. Discuss their contributions of other types in that area.
12. Imagine you are living during colonial times. Write several diary entries about events that occurred, (a) with the Pilgrims, (b) on the frontier, (c) in New France, (d) in a Spanish colony, (e) on a New England trading ship.
13. On an outline map show some of the most important trade routes used by colonial vessels. Indicate some of the important seaports along with important exports and imports.
14. Pretend you have come to live in one of the colonies. Write a letter back home telling about some of your New World experiences.
15. List the industries that the Pilgrims and Puritans built. Find out if some of these are still important in present day Massachusetts.
16. Imagine you have been hired by the Pilgrims to make posters to attract settlers to their colony. Emphasize some points.

17. Find out as much as possible about the rebuilding of Williamsburg. Report to the class concerning the significance of this historical landmark.
18. Make a series of cartoons or pictures depicting the colonizing methods of Spain, France, England, and the Netherlands. These can be used as a basis for a discussion of relations between these countries and their colonies.
19. Make duplicates of the Mayflower Compact, study these, and call attention to certain concepts.
20. Hold a mock town meeting to help the pupils gain a knowledge of the direct democracy of New England.
21. Hold a reenactment to motivate the study of the Albany Congress. Let one person impersonate Franklin, one the king's point of view, and another acting as a spokesman for those colonists who objected to the plan.
22. Through the use of the committee system, discuss the colonial economy. Include such topics as the major religions, the Great Awakening, and the New England "Blue Laws."
23. Hold a panel discussion on the colonial economy. Include such topics as the labor system in New England and how the Southern colonies were able to prosper as they did.
24. Make replicas of colonial tools. Wood or cardboard can be used.
25. Start a History Dictionary identifying terms used in the text or in class discussion.
26. Make oral or written reports on such topics as the Albany Plan of Union, Wolfe and Montcalm, Stuyvesant, life in the colonies, etc. Be sure the students know how to do research and are able to construct and write an adequate report.
27. Use American Heritage and other historical references to find out more about the colonies and colonial life.

28. Assign fiction and non-fiction books pertaining to the colonial period and have each student make a short summary of his readings.
29. Have students bring slides of historic places they or their parents have visited. Correlate this with material being studied.
30. Have someone make a special study of witchcraft in early New England. The trials at Salem would be a good start.
31. Bring recordings of music from colonial times.
32. Prepare a radio or television newscast as if you were reporting events in the French and Indian War. Such events reported could be the Battle of Quebec and Pontiac's War.

#### Culminating

1. Make a list of all the firsts you can find concerning the colonial period such as the first representative assembly or the first governor to be chosen in a free election.
2. Collect pictures or make drawings that show ways of living that Europeans brought to the New World and ways of living that were learned here.
3. Write an article called Then and Now. Tell conditions the earliest immigrants faced and what conditions modern immigrants face upon arriving in this country.
4. Ask a speaker to come in and talk to the class on some topic of mutual interest. Such persons are possibilities as antique dealers or noted historians.
5. Hold a quiz program called "What's My Name?" Use such names as Smith, Hooker, Winthrop, Bradford, etc.
6. As a review procedure select economic, political, and social aspects of colonial life and develop contrasts based on parallel aspects today.
7. Allow pupils to prepare travel guides to help someone interested in colonial history.



8. Act out historical plays depicting some phase of colonial history such as the life of George Washington, the landing of the Pilgrims, or a colonial school.
9. Write a "You Are There" script describing an event like that concerning the "Lost Colony."
10. Plan a colonial party with colonial food, games, dances, and costumes.
11. Prepare a series of debates concerning such problems as:
  - a. Did the Pilgrims make a great contribution to the American way of life?
  - b. Were the customs, moral and spiritual values, etc. of colonial people better than our present ones?
  - c. Is our colonial history one that is unblemished and pure with no dark spots on our record?
12. Discuss the role of the church in the early settlement of America. Was its role a major one?
13. Be sure the students know and understand the meanings or significances of the following terms, names, and dates:
 

a. conquistadores	aa. massacres
b. Royal Fifth	bb. Albany Plan of Union
c. "window on the Atlantic"	cc. converting the Indians
d. 1588 - the Armada	dd. supply and demand
e. "Lost Colony"	ee. open market
f. charter	ff. freedom of conscience
g. "starving time"	gg. common house
h. 1619 - 1st representative assembly	hh. Church of England
i. Saints and Strangers	ii. debtors
j. Squanto	jj. patroons
k. Mayflower Compact	kk. Strait of Anian
l. religious tolerance	ll. Ohio Valley
m. landed gentry	mm. Seven Years War
n. 1607	nn. El Camino Real
o. 1620	oo. Father Serra
p. royal colony	pp. three-cornered trade
q. proprietary colony	qq. Poor Richard's Almanac
r. charter colony	rr. John Rolfe
s. Fundamental Orders	
t. Quakers	

u. buffer state  
 v. Salem witch trials  
 w. indentured servants  
 x. melting pot  
 y. Louisiana Territory  
 z. half-breeds

ss. 1763  
 tt. Iroquois and Algon-  
     quins  
 uu. Cabeza de Vaca  
 vv. self-government  
 ww. wattle and daub  
 xx. grant of land "from  
     sea to sea"  
 yy. colonial customs  
 zz. London Company

Books. It is the intent of this particular section of this report to make a list of many of the books and articles available, both fiction and non-fiction, on the colonial period in American History. All of the good books available in this area are not listed here, but the following are included in hopes that the teacher can see what is available and make use of them. It might be noted that the number following each book selection denotes the Dewey decimal classification. In many cases the interest or lack of interest in a history class is partly due to the availability of reference materials, and inability to provide these materials by the teacher will help deaden the subject for the students. This report intends to provide an adequate reference list, as follows:

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Audio-visual aids and techniques. Audio-visual aids are a vital part of the social studies program. Besides books, the teacher needs as standard equipment, maps, globes, films, filmstrips, etc. Not only do these aids clarify concepts and bring the world into the classroom, but they also have the following psychological implications: (1) motivating learning; (2) extending the range of experience; (3) assisting slower students; (4) strengthening retention; (5) clarifying understanding; (6) socializing class discussion; (7) providing common backgrounds of knowledge; and (8) making experiences more concrete.<sup>1</sup>

Audio-visual materials. The following films and filmstrips are examples of audio-visual materials that are available to the teacher in the area of colonial history. Most of the films listed are available through the State University of Iowa and Iowa State University film services on a loan basis, with addresses as follows:

Visual Instruction Service  
Iowa State University  
Ames, Iowa

Bureau of Audio-Visual  
Instruction  
Extension Division  
State University of Iowa  
Iowa City, Iowa

The filmstrips are available as addressed for each individual series.

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<sup>1</sup>Oregon State Department of Education, Social Studies in Oregon Secondary Schools (Salem: Education Dept., 1955), p. 37.

## FILMS

America's Williamsburg. (22 minutes). This movie presents Williamsburg, the reconstructed capital of Virginia. It includes the public and private buildings and homes, grounds and gardens, all reproduced authentically.

Captain John Smith. (21 minutes). Dramatizes the struggles of the first permanent English colony in the new world. We learn of the experiences of Captain Smith in Virginia, and we also learn of the interest of Smith in the colonization of America.

Colonial Children. (11 minutes). Depicts in an authentic setting, the self-sufficient home life of colonial times. The film shows in detail the furnishings, clothing, customs and events in a colonial family's day. Reproduced conservations lend charm to the presentation.

Colonial Expansion. (10 minutes). Provides a graphic story of the trend of expansion in North America from 1492 to the Revolutionary War. It utilizes authentic animated maps to explain the struggle for dominance by the French, English, etc.

Colonial Life in the Middle Colonies. (11 minutes). The trip of a post rider as he carries mail from Philadelphia to New York is portrayed and through this film are shown the people, geographic influences, and contributions of the middle colonies to our national tradition.

Colonial Life in New England. (11 minutes). In this story of early New England, re-enactments portray how colonists lived in a rural New England community, earned their living, and participated in local governments.

Colonial Life in the South. (13 minutes). The journey of a surveyor who visits a frontier tobacco farmer and a tide-water plantation owner, shows the characteristic social and economic life of the Southern colonies in the pre-revolution period.

Early Settlers of New England; Salem, 1626-1629. (11 minutes). Reveals how the hardy pioneers of Salem adapted themselves to the new environment and hardships of early New England.

English and Dutch Colonization in the New World. (11 minutes).

Reconstructs the beginnings of settlement in an English agricultural colony in Virginia, a Dutch trading colony in New York, and a Pilgrim colony in Massachusetts. This film helps teach some of the basic patterns of colonization.

The English in New England. (30 minutes). The story of the early English settlers in the New England area. The film includes the songs, folk beliefs, and products of their skills.

The English in the South. (30 minutes). This is the story of many English settlers in the South. Many of their customs and beliefs are a part of the present day South.

Historic New England. (20 minutes). Presents highlights of the history of New England, with a general view of present day points of interest in this area.

Jamestown. (22 minutes). Photographed in the reconstructed Jamestown fort and its vicinity, the film tells how the colony found economic prosperity in tobacco planting. It shows the struggle for self-government and the development of the plantation system.

The Jamestown Colony. (17 minutes). This record of events at Jamestown is rich in authentic details. The colony's early history is chronicled, covering the voyage and settling.

Johnny Appleseed. (15 minutes). This inspiring story of Johnny Appleseed, man of peace whose goal was to make the world a better place for all living creatures, is retold against the background of pioneer America. We see how Johnny's love of God and nature started him on a lifetime mission.

The Pilgrims. (21 minutes). Recreates the first English settlement in New England. It opens in England, follows the Pilgrims to America, and concludes with them coming to America and going through the terrible first winter.

Planter of Colonial Virginia. (11 minutes). This film outlines the functions of a colonial Virginia tobacco plantation and the part of the slave, indentured servant, and artisan. It shows the methods of manufacturing and means of transportation, political and economic situations, customs, and architecture.

Plymouth Colony: The First Year. (16 minutes). These scenes filmed at Plymouth, Massachusetts and on board the Mayflower II, give a vivid, authentic quality to this re-enactment of important events during the first year at Plymouth Colony. It tells the inspiring story of the Pilgrims' struggle with great hardship and disease and the establishing of principles of freedom and democracy in the New World.

Puritan Family of Early New England. (11 minutes). Shows a Puritan family living in a small New England coastal village, participating in many activities and chores--the children learning from a hornbook, etc.; the mother cooking cornbread and making soap and candles; the father hunting and dressing skins.

Roger Williams-Founder of Rhode Island. (27 minutes). Dramatizes the conflict which led to the founding of Rhode Island. It tells the story of Roger Williams from the time of his trial in Massachusetts until he is banished from that colony and goes into the wilderness.

The Splendid Dream. (26 minutes). Shows William Penn's rebellion against unjust legislation which leads to the establishment of a colony in America and the triumph of freedom-loving man.

Williamsburg Restored. (44 minutes). The scenes revive the historical and social importance of this old Virginia capital. The film shows how the Rockefellers, through grants, helped restore this colonial center to its former aspect.

William Penn and the Quakers. (11 minutes). The story of the establishment of Pennsylvania and the Quakers' struggle for freedom of worship. It shows how a colony is founded which is dedicated to freedom of speech and religion, and equality for all.

#### FILMSTRIPS

Building a New Nation. (Series of nine film strips), Eye-gate House, Inc., 2716 41st Avenue, Long Island City 1, New York.

1. Spain in the New World.
2. French Settlements in the New World.
3. England in the New World.
4. Other English Settlements.
5. Dutch and Swedes in the New World.
6. Life in the English Colonies.
7. Battle For Control in the New World.
8. Union Against Britain.
9. A New Nation is Born.

Chronicles of America. (Series of four film strips), Yale University Press Film Service, 386 4th Avenue, New York 16, New York.

1. Peter Stuyvesant.
2. The Pilgrims.
3. The Puritans.
4. Wolfe and Montcalm.

Colonial America. (Series of six film strips), Eyegate House, Inc., 2716 41st Avenue, Long Island City 1, New York.

1. Background to Colonization.
2. Establishment of the Southern Colonies.
3. Establishment of the New England Colonies.
4. Establishment of the Middle Colonies.
5. New France and the Struggle for North America.
6. The American Colonies on the Eve of the Revolution.

Colonial Life. (Series of eight film strips), Educational Projections Inc., 10E 40th Street, New York 16, New York.

11. Colonial Life.

1. How Our Democracy Developed.
2. Life in a New England Town.
3. Life in a Southern Town.
4. Life in Jamestown.
5. Life in New Netherlands.
6. Life in Plymouth.
7. Life on a New England Farm.
8. Life on a Southern Plantation.

Development of the American Republic. (Series of two film strips), Society For Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Illinois.

1. Development of the Thirteen Colonies.
2. Establishing Social Life in a Wilderness.

English Colonies. (Series of eleven film strips), Educational Projections Inc., 10E 40th Street, New York 16, New York.

1. Colonies of Pennsylvania and New Jersey.
2. Colony of Massachusetts.
3. England Conquers New France.
4. England Prepares to Colonize.
5. French Colonies.
6. New York Colony.
7. Occupations and Amusements of the Colonists.
8. Other New England Colonies.
9. Other Southern Colonies.
10. Social and Cultural Life of the Colonists.
11. The Virginia Colony.



English Settlement and Colonial Conflicts, 1620-1763.  
Society For Visual Education, Inc., 1345 Diversey Parkway,  
Chicago 14, Illinois.

Jamestown; The Settlement and Its People. (Series of four  
film strips), Encyclopedia Britannica Films, Inc.,  
1150 Wilmette Avenue, Wilmette, Illinois.

1. Establishing the Jamestown Colony.
2. Jamestown and the Indians.
3. Jamestown Develops a Trade.
4. Life in Jamestown.

Life in Early America. (Series of four film strips), Encyclopedia Britannica Films, Inc., 1150 Wilmette Avenue,  
Wilmette, Illinois.

1. Life in Early Carolina.
2. Life in Early Philadelphia.
3. Life in Early New Amsterdam.
4. Life in Early Plymouth Colony.

Pageant of America. (Series of four film strips), Yale  
University Press Film Service, 386 4th Avenue, New  
York 16, New York.

1. English Colonies in North America.
2. Life in Colonial America.
3. Rise and Fall of New France.
4. Spain Establishes a Great Empire.

## CHAPTER III

### CONCLUSION

#### I. EVALUATION AND HOW THE UNIT LEADS TO OTHERS

Evaluation. Since the appraisal of pupil growth is one of the most important processes of the unit, and since students vary greatly in ability, talent, interest, and maturity, the teacher must be vitally concerned with what can be done with the talents of individual students. It is realized that some pupils gain little or no skill or knowledge from certain activities but only enrichment, so evaluation must take several forms. Various oral and written tests may be used but informal methods may also be included, such as work habits, attitudes, ability to work in groups, and the students' growth in interests.

Tests for factual knowledge must be planned. Tests must also provide for measurement of changes in interests, attitudes, and work habits of individual students. The following suggested methods might be used:<sup>1</sup>

1. Pencil and paper tests. These should be both essay and objective types and should test for specific objectives.
2. Anecdotal records of student behavior.

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<sup>1</sup>Ragan, op. cit., pp. 483-503.



3. Reports of observations by parents.
4. Comparisons of past school records with present level of work.
5. Teacher check list of initial interest and behavior of individual students. Such items should be considered as:
  - a. The initial interest of the student
  - b. The initial potential talent of the student
  - c. The projects in which the student participated
  - d. The creative work which he completed
  - e. The ability to plan work constructively
  - f. The ability to follow instructions
  - g. The ability to experiment with new materials
  - h. The ability to keep an open mind to new suggestions
6. Teacher observation of student behavior at intervals during the progress of the unit by observing such things as ability to grasp new concepts, keep well informed, form opinions, etc.
7. Teacher check list for appraisal of group discussion.
8. Teachers check list to determine growth of group interest in a knowledge of colonial history and its relationship to the present.
  - a. Are they enthusiastic to learn more about our nation's history?
  - b. Do they understand the importance of history to improve their understanding of problems today?
  - c. Do students bring extra materials such as information about their trips, etc.
  - d. Do students know why better understanding of our colonial heritage is necessary?

Leads to other units. It is hoped that this unit of study on colonial history will provide a sound foundation for similar studies on other phases of United States History. The general learnings, methods of attacking and solving problems, skill in evaluating materials and ability to work as a

group may be applied to other history units.

Once the individual teacher has evaluated and used this unit, he can well form and use other units in the same way. The units that could be developed out of this unit would be varied, depending upon the interests and abilities of the teacher and students and upon their local environment.

## II. USING THE UNIT

It is said that students resist American History courses because: (1) too much time spent on dates, names, etc.; (2) they do not see the materials and experiences as important or functional; (3) the history department is often not in harmony with the other departments; and (4) history courses overlap too much between junior high and senior high.<sup>1</sup> If these statements are true, then it is the job of history teachers to do something about improving the teaching of American History.

In this unit the writer has attempted to move from the old single textbook method to using a variety of materials which allows for flexibility of content and learning procedures to encompass a wide range of individual differences. Many activities are suggested. These are very definite and specific and it is felt that they should meet this range of

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<sup>1</sup>Cartwright and Watson, op. cit., p. 345.

differences. Users of this unit, it is hoped, will delete or extend activities to fit their particular needs.

It is hoped that such a unit of study on the colonial period in American History may help many young people develop an understanding of the heritage of the United States and a respect and concern for what the early pioneers did for them. If such an outcome is the result, then the study has been worthwhile to teachers and pupils alike. The value of this study comes if and when it is made full use of. As James Mill wrote over a hundred years ago, "It is only by our ideas of the past that we have any power of anticipating the future."<sup>1</sup>

### III. CONCLUSION

The opportunities for the teacher of history today are unprecedented. He faces challenges from those who say that the American educational system is inferior to those of other nations. There are those who demand that history be used to prove that the past of the United States has been without blemish and that its system is superior to other systems; on the other hand, there are others who see little good in the study of history at all. The teacher of history should be willing, while standing on the shoulders of those

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<sup>1</sup>Cartwright and Watson, loc. cit.

who have gone before, to continually experiment with new methods designed to impart to his students the enthusiasm to investigate the past critically in order to acquire "a deeper understanding of himself, of his fellowman, and of the situations in which men are put."<sup>1</sup>

A social studies program must be sensitive to the dynamic changes in modern society. Sound research and continuous experimentation are essential for constructing a desirable program. The program should be flexible and thought of as a guide for aiding in the process of meeting the needs and perpetuating the growth of students. The social studies program is one of the most effective means of developing skills, attitudes, understandings, and competencies that are essential to democratic living,<sup>2</sup> and the use of a resource unit such as this one in curriculum planning should give vital aid in supplying this development.

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<sup>1</sup>Ibid., pp. 10-11.

<sup>2</sup>Moffatt, op. cit., p. 16.

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